

*An Internal Teacher Evaluation Document of*

*Chinook’s Edge School Division No. 73*

*November 2007*

***Teacher***

***Effectiveness***

***Framework***

**A. Introduction**

This document has been prepared with the intent of improving teacher appraisal, enhancing professionalism and encouraging communication and discussion about teaching practice. ***It is based on the Alberta School Act, Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta***, but relies on the practical suggestions of many recent documents published in the area of teacher evaluation.

Thank you to all the school based administrators in Chinook’s Edge School Division, who continue to provide suggestions for this document’s continued improvement. This is just a starting point with which to focus thinking about professional practice. It will continue to grow and change with application and with advancement of the understanding and value of appraisal systems.

**This evaluation document borrows heavily from one particular document and its practical applications:**

Danielson, Charlotte, Enhancing Professional Practice: A Framework for Teaching, Association for Supervision and Curriculum Development, 1996

**It has been supplemented with materials from:**

Teacher Evaluation: To Enhance Professional Practice, Danielson, Charlotte and McGreal, Thomas, Association for Supervision and Curriculum Development, 2000

Teacher Evaluation: A Comprehensive Guide to New Directions and Practice, Peterson, Kenneth, 2nd edition,

Bradshaw, L., Glatthorn, A., Teacher Evaluation for Better Learning, Pro-Active Publications, 2001

**Levels of Performance**

Each element of a component has four levels of performance: unsatisfactory, basic, proficient, and exemplary. The levels range from describing teachers who are still striving to master the rudiments of teaching (unsatisfactory) to highly accomplished professionals who are able to share their expertise (exemplary).

The levels of performance are especially useful if the components are used for supervision and evaluation. But even when they are employed to help with self-assessment or to support mentoring or coaching relationships, they can inform a professional discussion and suggest areas for further growth.

##### Exemplary

Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning

##### Proficient

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

##### Basic

The teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

For supervision or evaluation, this level is minimally competent, and improvement is likely with further experience.

##### Unsatisfactory

The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

**#4 - Use of Technology**

***3h) Teachers Apply a Variety of Technologies to Meet Students’ Learning Needs***

**Communication Technology**Teachers must be able to access many resources that are increasingly only available online. This includes both provincial documents and division documents available through the respective websites. Communication has also become increasingly electronic and teachers must access and regularly use these means to exchange information. School record systems have also become increasingly electronic documents and teachers must be able to access and effectively use the software to enter and retrieve information.Teachers must be able to provide support and instruction to students on effective electronic research.

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| **Performance Measure** | LEVEL OF PERFORMANCE | | | |
| **Exemplary** | **Proficient** | **Basic** | **Unsatisfactory** |
| **4a.**  **Use and Accessibility of Provincial Resources On-line** | Teacher is aware of provincial learning resources on-line and regularly accesses and uses them in planning and program development. | Teacher is aware of provincial learning resources on-line and ensures that all required documents are accessed when required as learning resources. | Teacher is aware of provincial learning resources on-line but does not access provincial learning resources. | Teacher is not aware of provincial learning resources on-line or is not able to access provincial learning resources. |
| **4b.**  **Communication through E-mail** | Teacher has set up a division e-mail account, and effectively uses e-mail as a communication tool for staff, parent and student communications. | Teacher has set up a division e-mail account, and effectively uses e-mail as a communication tool. | Teacher has set up a division e-mail account but does not effectively use e-mail as a communication tool. | Teacher has not set up a division e-mail account or does not access e-mail as a communication tool. |
| **4c.**  **Access Division Resources available On-line** | Teacher is aware of Division resources on-line and regularly accesses and uses for planning and program development and as professional resources. | Teacher is aware of Division resources on-line and ensures that all required documents are accessed when required as professional resources. | Teacher is aware of Division resources on-line but does not access Division resources. | Teacher is not aware of Division resources on-line or is not able to access Division resources. |
| **4d.**  **Access School Record Systems** | Teacher makes use of School records on-line and records information in school records as required. Teacher is a resource to other staff who have difficulty accessing School technology. | Teacher makes use of School records on-line and records information in school records as required. | Teacher makes use of School records on-line but does not record all information in school records as required. | Teacher is not aware of School records on-line or does not record information in school records as required. |
| **4e.**  **Access Research Information** | Teacher uses on-line research and is able to direct students in the use of on-line research tools. Teacher is a resource to other staff who have difficulty accessing on-line research. | Teacher uses on-line research and is able to direct students in the use of on-line research tools. | Teacher may use on-line research but is not able to direct students in the use of on-line research tools. | Teacher does not use on-line research or is not able to direct students in the use of on-line research tools. |

**Communication / ICT Outcomes** Use of the internet in the classroom raises a number of ethical issues. Inappropriate use, or accessing inappropriate sites must be closely monitored. However, the ability to plagiarize is greatly increased with the ability to cut, paste and reformat information. Teachers must monitor and enforce all policies on appropriate usage. Using information based technologies in the classroom and integrating technologies into classroom learning is a requirement of the ICT outcomes. Teachers must be aware of and address ICT outcomes within each of the curriculums.

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| **Performance Measure** | LEVEL OF PERFORMANCE | | | |
| **Exemplary** | **Proficient** | **Basic** | **Unsatisfactory** |
| **4f.**  **Ethical Use of Technology** | Teacher is aware of, and promotes, ethical computer use including division policies on the use of copyrighted materials. Teacher understands and enforces division policies on e-mail and internet use. | Teacher is aware of, and promotes, ethical computer use including division policies on the use of copyrighted materials. | Teacher is aware of, and promotes, ethical computer use including copyright restrictions on some computer software. | Teacher is not aware of ethical issues involving computer use or ignores unethical use by of computer resources by others. |
| **4g.**  **ICT Outcomes**  **(Information and Communication Technology)** | Teacher encourages and models the use of information and communication technologies in student learning and requires all students to use information and communication technologies for some portion of their learning. Students demonstrate sophisticated knowledge and skills related to ICT outcomes. | Teacher encourages the use of information and communication technologies in student learning. Students demonstrate evidence of ICT integration in core subject areas. | Teacher is aware of curriculum and division ICT outcomes. Teacher accepts work produced electronically, but does not require it. Provincial ICT outcomes are integrated into long range and daily planning. | Teacher does not blend the use of computer based technologies into classroom learning activities. |

Enhancing Learning – Feedback – Assessment For Learning

Feedback is provided to enhance the learning and individualize instruction. Through comments, either verbally or in written form, the teacher can comment on the level of understanding and correct or explain concepts that were misunderstood. It is essential that teacher’s provide feedback at every opportunity to minimize the correction and simplify the learning acquisition. Feedback must be meaningful as comments such as “good work” or “very good” are positive encouragement, but provide little in the way of substantive, constructive feedback. Similarly, challenging students through effective higher level questioning can help focus and frame learning. It provides a further opportunity for informal feedback.

Effective learning must link the instructional goals to specific outcomes. Students must be aware of the outcomes and expectations and provided with feedback on whether those outcomes have been met.

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| **Performance Measure** | LEVEL OF PERFORMANCE | | | |
| **Exemplary** | **Proficient** | **Basic** | **Unsatisfactory** |
| 2p.  Timeliness of Feedback | Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning. | Feedback is consistently provided in a timely manner. | Timeliness of feedback is inconsistent. | Feedback is not provided in a timely manner. |
| **2q.**  **Quality: Accurate, Substantive, Constructive, and Specific Feedback** | Feedback is consistently high quality. Provision is made for students to use feedback in their learning. | Feedback is consistently high quality. | Feedback is inconsistent in quality: Some elements of high quality are present; others are not. | Feedback is either not provided or is of uniformly poor quality. |
| **2r.**  **Higher Thinking Skills**  **(Bloom’s Taxonomy)** | Students are required to analyze, see patterns, synthesize, generalize, compare and discriminate information in the subject area. | Students are required to apply, illustrate, calculate, solve, experiment or discover information in the subject area. | The lesson requires students to interpret, compare/contrast predict or infer information in the subject area. | The lesson requires students to observe, recall facts and record knowledge or ideas in the subject area. |
| **2s.**  **Effective Questioning** | Teacher’s questions are of uniformly high quality. Adequate time is given for students to respond and all students have the opportunity to answer. Students formulate many questions. | Most of the teacher’s questions are of high quality. Adequate time is given for students to respond and all students have the opportunity to answer. | Teacher’s questions are a combination of low and high quality, do not encourage higher level thinking and only invite yes/no or limited responses. | Teacher’s questions are of poor quality, do not encourage extended thinking or only invite yes/no responses. |
| **2t.**  **Closure, Summary and Future Expectations** | The end of the lesson is characterized with students summarizing lesson objectives and conclusions. Students understand expectations and assessment tasks fully. | The end of the lesson is consistently characterized with a summary of objectives and a statement of conclusions. Students understand expectations and assessment tasks. | The end of the lesson is disorganized but lesson objectives have been met. Students may be unclear of expectations or assessment tasks. | The end of the lesson is disorganized and students are confused about the lesson objectives or expectations. |

**#5 – Assessment for Learning / Assessment of Learning**

***3i) Teachers Gather and Use Information About Students’ Learning Needs and Progress***

The only way for teachers to know if students are learning is through regular assessment. This may be formal or informal but it must reflect the instructional goals of the lesson or unit. As well, students have a variety of different learning styles and therefore a variety of assessment tools must be used to reflect the varying abilities. The type of assessment must also match the instructional goals. Factual tests cannot be used to assess collaborative skills or hands-on analysis abilities. The assessment must be congruent in both content and process.

Criteria and standards must be determined and related to students prior to the learning situation. This allows students to self-assess and encourages clear communication to students about the criteria expectations.

Most importantly, assessment must be used to plan for future teaching as it provides the individual knowledge to tailor the learning environment to meet individual needs. Assessment must first be used for informing the instructional process rather than as a means of score keeping.

| **Performance Measure** | LEVEL OF PERFORMANCE | | |
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| **Proficient** | **Basic** | **Unsatisfactory** |
| **5a.**  **Program of Studies** | The teacher regularly refers to the Program of Studies and overall summative grades are based on learner outcomes. | The focus of assessment is primarily on learner outcomes from the Program of Studies. Non-achievement indicators have minimal impact. | Overall summation grades are not based on learner outcomes. Non-achievement factors have a major impact on grades. Cheating, late work, and missing work result in a zero (or a radically lower score) in the grade book. There is no opportunity to make up such work, except in a few cases. Borderline-grade cases are handled by considering non-achievement factors. |
| **5b.**  **Assessment Purpose** | Student work is accessed frequently (formative assessment) and graded occasionally (summative assessment). “Scores” on formative assessments and other practice work (e.g. home work) are used descriptively to inform teachers and students of what has been learned and the next steps in learning. Grades are based only on summative assessments. | Formative and summative assessment practices are generally consistent. Outcomes are occasionally discussed with students. | Assessment procedures are all summative. The procedures are inconsistent and records are in disarray. Outcomes are rarely discussed with students. |
| **5c.**  **Verifying Assessment Quality** | Grades are based only on accurate assessment results. Questionable results are not included.  The teacher can articulate standards of quality, and can show evidence of consideration of these standards in his/her classroom assessments.   * Clear and appropriate learning targets. * Choosing the best assessment method. * Writing clear, unambiguous questions. * Evidence of learning collected in many ways. * Avoiding potential sources of bias and poor measurement.   Assessments are modified for special need students in ways that match the differentiated instruction. | The teacher tries to base grades on accurate assessment results only. Some standards of quality are adhered to in judging the accuracy of the assessment results on which grades are based.  Assessments are modified for special needs students, but the procedures used may not match provisions in the IPP. | There is little evidence of consideration of the accuracy/quality of the individual assessments on which grades are based.  Quality standards for classroom assessment are not considered and the teacher has trouble articulating standards for quality.  Assessments are rarely modified for special needs students when such modifications would provide much more accurate information about student learning. |

| **Performance Measure** | LEVEL OF PERFORMANCE | | |
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| **Proficient** | **Basic** | **Unsatisfactory** |
| **5d.**  **Student Involvement** | Grades are not a surprise to students because (a) students understand the basis for the grades received; (b) students have been involved in their own assessment throughout the process (they understand the learning targets they are to hit, self-assess in relation to the target, track their own progress towards the targets, and/or (c) teacher communication to students to frequent, descriptive, and focuses on what they have learned, as well as the next steps in learning. Descriptive feedback is related directly to specific and clear learning targets. | Grades are somewhat of a surprise to students because student involvement practices and descriptive feedback are too limited to give them insight into the nature of the learning targets being pursued and their own performance. | Grades are a surprise because (a) students don’t understand the basis on which grades are determined; (b) students have not been involved in their own assessment (learning targets are not clear to them, and/or they do not self-assess and track progress towards the targets); or (c) teacher feedback is only evaluative (a judgment of level of quality) and includes no descriptive component. |
| **5e.**  **Assessment**  **Records** | The evidence of learning is collected in a wide variety of ways and there is a clear distinction between formative and summative records. | Evidence of learning is collected in several ways in addition to Q & A’s, quizzes and exams. | Insufficient evidence of learning |